

MANSFIELD PUBLIC SCHOOLS
Progress Report
Grade 3 – November 2014

Reading to Understand

Applying reading strategies to read a wide range of texts is a focus for grade three students. During this marking period, they have been working on a variety of decoding, fluency, vocabulary, and comprehension skills and strategies. Students are expected to know and apply grade-level phonics and word analysis skill when decoding words. They use their knowledge of vowels, phonetic patterns and irregularities in words, prefixes and suffixes to decode new words. Students are expected to use their decoding skills in order to apply syllabication rules to compound words and words spelled with double consonants; decode words with –ed and -ing endings; and apply rules when making plural nouns. The ability to identify and use contractions correctly and use knowledge of taught base words to decode words is an expectation. Students apply these skills when reading in context and monitor and self-correct for accuracy. Fluency continues to develop in grade three. Reading is accurate as word repetitions, errors and self-corrections have decreased. Students read at an appropriate rate and show expression with appropriate intonation and phrasing when reading on-level text. Students continue to increase their vocabulary by incorporating and recognizing new words in reading and speaking. They infer and use context clues to identify and use words correctly. They understand many words have multiple meanings. Students monitor comprehension and correct misunderstandings by using appropriate strategies before, during and after reading. They interpret, analyze, and evaluate literary and informational text in order to extend meaning and appreciation. Students respond to text in writing and orally to indicate understanding. Study skills such as using text features, organizing information, and using various reference materials are stressed.

Writing to Communicate

During the first marking period, students continue to write for different purposes mainly to state an opinion, to inform or explain, or to describe real or imagined experiences through a narrative. They compose pieces that are organized, elaborated, and fluent. The vocabulary used is appropriate to the intended audience and relevant to the topic. Students are expected to apply spelling skills to all written work and correctly spell assigned words. Students use correct capitalization, punctuation, grammar, and sentence structure. Reviewing written work in order to revise and edit is expected at this time of year. Manuscript penmanship should be legible. To ensure legibility, letters are formed correctly with consistent spacing, form, and size/proportion.

Mathematics

Grade 3 students begin the year reviewing and extending their learning of skills and concepts learned in second grade: number relationships, operations, facts to 20, adding ten to any 2- or 3-digit number, and adding 2-digit numbers. Students will use these relationships and their understanding of the operations to further develop their multi-digit addition and subtraction strategies. Students also work on estimating lengths in metric units finding objects with certain lengths. This measurement context leads to using an open number line, building upon their second grade learning where they used an open number line to add and subtract 2-digit numbers. The focus of the next unit is helping students develop a deep understanding of multiplication. It starts with students seeing equal groups and multiplicative comparisons. Students are shifting their thinking from additive to multiplicative as they see multiplication first as repeated addition, then move to skip counting and using arrays. Students will begin to develop computational strategies that not only support their fluency with basic multiplication facts now and can also be generalized to computation with larger numbers and in algebra. Students also learned about collecting data through a survey, how to make up survey questions, and ways to display the data and analyze the data.